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ABSTRACT

The annual report of the State Advisory Council for Vocational Education and Manpower Development and Training addresses the major areas, as perceived by the committee, to be most in need of attention in order to improve the quality of vocational education in Kentucky. These areas are: improved communication with the general public, greater use of vocational facilities, more involvement in manpower training, greater use of community resources, and more practical use of research and demonstration funds. Specific recommendations and rationales for achieving these objectives are offered. A brief evaluation of vocational education in Kentucky for fiscal year 1975 is presented in terms of enrollment figures, dollars spent, and construction of new facilities. The activities of the regional advisory committees for the year are generally summarized and a report on the action taken in response to the council's recommendations for the previous year is presented. Appended are tables and charts indicating enrollment in vocational education, sources of funding, and the projected percentage of employment in the State in nine major occupational clusters by 1980. (NJ)

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COMMONWEALTH OF KENTUCKY

STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

AND MANPOWER DEVELOPMENT AND TRAINING

FRANKFORT 40601

ANNUAL EVALUATION REPORT

December 1, 1975

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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December 1, 1975

Mr. Samuel Alexander, Secretary
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Dear Mr. Alexander:

Transmitted herewith is the annual report of the State Advisory Council for Vocational Education and Manpower Development and Training. We request that the report be presented to the State Board of Education for review and comment, and that it be transmitted to the U.S. Commissioner of Education and to the National Advisory Council on Vocational Education.

The Council enjoyed working with the State Board of Education, the Department of Education, and the Bureau of Vocational Education during the past year. We trust our efforts and activities have been of value to all concerned with vocational education and that the comments and recommendations found in the report will serve a useful purpose.

Respectfully yours,

C. Edward Brandon, Jr.

C. Edward Brandon, Jr.
Chairman

cc: Members of the State Advisory Council

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ESTABLISHMENT AND MAJOR DUTIES OF THE COUNCIL

Provision for the creation of the State Advisory Council for Vocational Education and Manpower Development and Training was made through the 1968 Vocational Education Amendments (P.L. 90-576). The Governor of the Commonwealth of Kentucky established the Council by Executive Order 69-169, February 28, 1969.

The Council is composed of twenty-one (21) members, appointed by the Governor. The major duties of the Council, as charged by law and by executive order of the Governor, are to advise the State Board of Education on the development of and policy matters arising in the administration of the State Plan for Vocational Education; to evaluate vocational education programs, services and activities, and to prepare and submit an annual evaluation report through the State Board of Education to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education.

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INTRODUCTION

In the Council's annual evaluation report for fiscal year 1974, the growth of vocational education in Kentucky was traced through the past 10 years. As we pointed out in the report, the growth was tremendous and vocational education has taken on a new meaning. During the past decade, prime attention was given to the construction of vocational facilities, securing machinery and equipment for training purposes, and finding competent staff and teachers for the thousands of new training stations that were built. A concerted effort was made to provide Kentuckians with the vocational education programs, services and activities that had so suddenly come into demand.

With the tremendous construction period behind us, we believe the next decade should be devoted to the improvement of the quality of vocational education. This report will address the major areas that we believe need most attention in order to bring about an even higher quality of vocational education which Kentucky is capable of producing.

We appreciate the outstanding cooperation we have received from organizations and individuals with whom we have worked throughout the year. In particular, we wish to thank the State Board of Education, the Superintendent of Public Instruction, the Assistant Superintendent for Vocational Education, his staff, vocational personnel at the regional level, area chambers of commerce and regional advisory committees.

COMMENDATIONS

We believe the leadership in vocational education at all levels is genuinely concerned about the vocational education needs of people and is doing a commendable job in working toward meeting these needs.

Activities undertaken during the past year clearly point in this direction, and we would like to make reference to a few of the many accomplishments which we believe deserve special commendation:

1. Growth in Program Offerings, Enrollment and Training Stations – Kentucky continues to make significant growth in serving more people and in taking vocational programs closer to the people.
2. Pilot Projects in Vocational Education Planning – A regional planning project which, hopefully, will serve as a model in vocational education planning is well underway in Ashland. A similar project will begin in FY-76 in Somerset.
3. Pilot Project in Placement and Follow-up – Region IV (Bowling Green) has initiated a project to develop and implement a comprehensive plan in regional placement and follow-up. It may be worthy of adoption in the other vocational education regions of the state.
4. Cooperative Attitude – We commend vocational educators in the central office and throughout the state for their excellent attitude and able assistance in the studies which have taken place during the past year or are now underway.
5. Financial Aid to Students – Prompt attention was given to satisfying Federal regulations enabling Kentucky to distribute financial aid to eligible recipients.
6. Staff Exchange Project – A tremendous amount of work and planning was evident in this project. The interest and enthusiasm generated and expressed by the participants are extremely noteworthy and deserve special merit. During its first year of operation (September 1974 - September 1975) 83 teachers and administrators were placed for periods of two to four weeks in more than 110 different business and industrial firms. The response by participants, businesses and industry has created statewide interest in the exchange project. Funds are provided in the budget submitted to the General Assembly for continuation of the program for the next two years.

7. Regional Advisory Committees – We commend them for the cooperation they extended to the State Advisory Council in supporting vocational education regional exhibits at the 1975 Kentucky State Fair. In addition we commend them for their accomplishments in public relations, evaluation, improved communication, improved curricula, and general efforts toward improving the quality of vocational education in their respective regions.
8. State Board Accreditation – The planning and self-evaluation of postsecondary vocational programs required to achieve State Board of Education accreditation are indicative of the concerted effort and cooperation among vocational educators at all levels of operation. They are to be commended for their work.

SUMMARY

In vocational education circles across this country, the words relevancy and accountability have received major attention and are the primary focus for discussion and debate. Each is a topic in itself in national, state and local meetings, in high seats of government and among the general public. In view of the priorities given to relevancy and accountability by the management of vocational education programs, services and activities, planning and evaluation have taken on a new significance in vocational education, and are foremost in the minds of progressive vocational educators in their quest to provide efficient, high-quality programs in tune with the needs of the people and the economy.

The need for relevancy and accountability has never been more pressing in Kentucky than in the past two years. The high rate of unemployment has brought about demands to train and re-train a significant portion of the labor force; the rising costs of operation due to inflation and program growth have brought on budget problems and have acutely affected the delivery of both on-going and planned programs, services and activities. The energy crisis has left its mark, and will certainly be felt even more noticeably in the future. "Belt-tightening" has become the sacred word among Kentucky vocational education administrators at all levels of operation -- state, regional and local.

In order for vocational education to be accountable for the decisions that are made which determine the direction it takes, and to assure that vocational education programs are relevant to the expectations and needs of business, industry, and the people who need and receive the services, closer communication with communities will be required, and even greater involvement of them in the planning and evaluation of the entire vocational education program. The State Advisory Council for Vocational Education has seen some significant progress in this direction during the past four years; however, there are some obvious gaps that need to be closed.

Quality vocational education programs are dependent upon reliable, valid and timely information relevant to the needs of people and to the needs of the economy. In order to assure the tax-paying public that it is receiving a dollar in value for a dollar spent, vocational education must be able to stand on firm footing with respect to the decisions it is forced to make. It must be able to show evidence and produce documentation which will attest to the

soundness of its decisions. Supporting documentation can only be secured through a sound and reliable management information system which embraces and encourages reliable and valid information and data contributions from the local and regional levels.

For too long Kentucky has operated its vocational education programs, particularly at the secondary level, on the assumption that local vocational education plans accurately reflect local vocational education needs. In many instances, local plans may well reflect the vocational education needs of the students and in an accurate manner. In many other instances we are convinced they do not. We base our convictions on the reluctance to make changes at the local level in programs and course offerings in view of the tremendous changes which have taken place in recent years with respect to the economy and job opportunities, plus new and emerging occupations. The vast majority of vocational schools opened in Kentucky since 1965 have had no changes in their course offerings. The same courses are offered year-after-year and the only consideration given to the changes constantly taking place in new and emerging occupations and in the job opportunities is to work toward keeping the existing curricula up to date. The lack of a sound and effective follow-up system and needs assessment program has contributed immeasurably to the situation as it exists today.

Numerous manpower studies have been undertaken in the past and their results clearly show that vocational education is not in tune with the times in many areas of instruction. We produce an over-supply in some areas and an under-supply in others. For example, the H.E.W. Conference Board report on "The Implications of Changes in Occupational Characteristics for Planning in Vocational Education" (July 31, 1975) points out that we continue to prepare people for jobs who can expect only a meager salary when they enter the field for which they were trained. This study and other information available continue to show us that the job market is changing, and we have not adjusted for the change in our job training efforts to any appreciable degree. Vocational education advisory committees, and private citizens in business and industry continue to emphasize the need for vocational education to be more flexible and to adjust its programs to meet the needs for skilled manpower. We continue to work under the assumption that local vocational education plans reflect the vocational needs when, in our opinion, there needs to be more evidence of their being relevant to the available job opportunities.

Relevancy and accountability can only be achieved through designing vocational programs that are in tune with the people's needs, interests and aspirations, and in tune with job opportunities available. We believe the development of a sound, reliable and timely data

base at the local level and finding the courage to make decisions based on these data are the only way to achieve these goals.

During the course of the past 12 months, the Council has observed from its work with the public, in public hearings, in working with other agencies, from the reports and recommendations of regional advisory committees, and from its own observations of vocational education programs and operations, that several areas need immediate attention:

1. Improved Communication with the General Public

   During the month of August, 5,166 persons responded to a questionnaire prepared by the Council to poll public opinion at the Kentucky State Fair. Sixty-two percent of those responding indicated that they knew very little about what is offered in vocational schools across the state, and expressed a keen interest in becoming better informed. During the course of the fair, approximately 35,000 brochures describing the courses offered in vocational schools were distributed to those who expressed an interest in them. The public interest in vocational education is genuinely tremendous, and despite the current increase in efforts to inform the public of what is available through vocational education there needs to be more attention paid this matter at the regional and local levels.

2. Greater Use of Vocational Facilities

   Studies have been conducted and others are underway to determine how well vocational schools are being utilized. A study conducted by the Bureau of Vocational Education in 1974, the results of which were disclosed in the Council's 1974 annual report, showed that enrollments in many schools and classrooms actually exceeded their capacities, while in others the utilization, at times, was much lower than the desired level. Utilization studies are currently being conducted jointly by the Appalachian Regional Commission and the Bureau of Vocational Education.

3. More Involvement of Vocational Education Staff, Facilities and Equipment in Manpower Training

   In the spring of 1975, the Council with the assistance of the Kentucky Department of Commerce examined the role of vocational education in economic development and manpower training. We discovered that vocational education lacked finances and was hampered by a lack of flexibility in program operation and management to make its optimum contribution to industrial training that would attract industries to Kentucky and encourage existing industries to expand.

Vocational education has an unlimited potential in helping attract new industries, provided, of course, it has the financial support and flexibility of operation to function properly.

4. Instruction in the Economics of Industry

Hundreds of business and industry representatives have participated in vocational education meetings, conferences and public hearings over the past year. From these meetings continuously emerged a common theme: Vocational education needs to offer, in an organized and systematic way, a course dealing specifically with how jobs, profits, and the economy are all interrelated. Executives from all types of business and industry have urged that this be done.

Requests are also made that more emphasis be given to programs leading to improved work habits and work attitude, how to apply for a job, how to relate to fellow workers, and special attention to conditioning individuals for the change experienced when leaving a classroom and entering a shop or business to earn a living.

5. Greater Use of Community Resources

Community leaders across the state continue to stress the need for vocational education to utilize community resources more effectively. Business and industry leaders are still suggesting that cooperative vocational education programs be strengthened, that teachers spend more time in business and industry settings, that industrial supervisors and journeymen be brought in for visits with vocational education, and that classroom experiences more closely resemble actual working conditions.

6. More Practical Use of Research and Demonstration Funds

We believe the first priority in the use of research and demonstration funds should be to solve problems which have been identified as obstacles in the path of vocational education progress. Any research or demonstration activity or project should hold the potential, if successful, to bring about statewide change or improvement in the accepted practice of operation. There should be more evidence of these factors in the future use of research and demonstration funds.

RECOMMENDATIONS

The Council is aware of the attention given to recommendations made in its previous annual report concerning the need for systematic and coordinated vocational planning and the need to establish a comprehensive and relevant data base for planning purposes. These needs are as great today as they were one year ago, and we see meeting these needs as the critical first step in bringing about more relevant and accountable vocational education in Kentucky. We again urge that these matters receive top priority in fiscal years 1976 and 1977. In view of our evaluation efforts during the past year, we offer the following recommendations:

1. Regional Plans for Vocational Education – We recommend that a public forum be held on both annual and long-range vocational education program plans at the regional level.

RATIONALE:

At the present time the Council is unaware of any organized procedure for public involvement in regional vocational education plans except through the regional advisory committees. Each regional committee holds a public meeting annually which provides the public with opportunities to express views on vocational education; however, there is little evidence that the hearings have yet had an impact on the vocational plan or on the planning process

The present effort underway in the Bureau of Vocational Education to prepare a planning manual for regional purposes is commendable and should prove helpful. However, we believe it is more important that people in a vocational region have an opportunity to review the plan in a public meeting and be allowed to express their views concerning it. It would certainly bring business and industry closer to the planning process. We believe it would be appropriate for regional advisory committees to assume the responsibility for the public meetings.

2. Manpower Training – We recommend the establishment of a new division in the Bureau of Vocational Education with the primary mission of training manpower for new and expanding industries.

RATIONALE:

The proposal to create a new division in the Bureau of Vocational Education to train manpower for new and expanding industries has been placed before the Governor by the

Council. Patterned after the highly successful program now under way in another state, it is designed as a vital selling tool in attracting new industries and encouraging existing industries to expand.

The new division would require flexibility and special consideration in employing and paying teachers and in the procurement of machinery and equipment. It would also require a substantially higher budget than currently is allotted in Kentucky for new and expanding industries. Despite the special consideration and higher budget, we strongly urge establishment of the new division as being vital to the achievement of Kentucky's economic development and in providing new job opportunities for Kentuckians. We believe this would make vocational education a more viable component in education for the world of work.

3. Regional Advisory Committees – We recommend that the present categories of representation on regional advisory committees be re-drawn to assure a greater representation from business, industry and labor.

RATIONALE:

The composition of regional advisory committees for vocational education should include a majority of individuals who can look ahead to new developments in business and industry, are knowledgeable about manpower needs, occupational skills needed, appropriate training equipment and machinery, and curricula relevant to teach the skills desired. In addition, the committee's membership should reflect a cross-section of the general public to assure adequate representation of the general needs of the people in the region.

In our review of the composition of regional advisory committees for FY-75, we discovered that very few women and representatives of minority groups have been appointed to the committees. We urge that this inequity be corrected.

We believe the purpose and mission of regional advisory committees can be more effectively attained when the composition of advisory committees becomes diverse enough to address the employment needs of people and the economy throughout the region it serves.

4. Utilization of Facilities – We recommend working cooperatively with the Bureau of Manpower Services and the Manpower Services Council to provide occupational programs in Area Vocational Education Centers during the summer months.

RATIONALE:

The Council suggests an arrangement whereby Comprehensive Employment Training Act (CETA) funds would be more extensively utilized for vocational programs in Area Vocational

Education Centers during the 2-3/4 months that high schools are closed for summer vacation. Even greater utilization of vocational education facilities could be achieved if more CETA funds became available for evening programs. Many centers across the state stand empty during the evening hours year-around.

The Council is aware of the fact that, despite increasing demands for new and greater skills on the part of the working force, many evening programs are cancelled through lack of funds. It seems reasonable and logical that use of CETA funds to the extent permitted by regulation would provide a valuable service to the community in that the number of persons receiving vocational training would be dramatically increased.

5. Research and Demonstration Funds – We recommend that the primary use of research and demonstration funds be applied toward solving problems which have been identified and continue to be identified in vocational education.

RATIONALE:

During the past year, the Council reviewed the use of research and demonstration funds for fiscal years 1973 and 1974. It was discovered that 85 percent of the funds were spent on career education projects, 10 percent on curriculum development, and the remaining 5 percent were distributed among projects in planning, teacher education, and dissemination.

The need to utilize research and demonstration funds in areas where problems and obstacles confronting vocational education are known to exist is evident. We believe the first priority in the use of these funds should be to help solve problems and to demonstrate ways and means to remove obstacles that stand in the way of quality programs and their effective and efficient operation. Until recently there was little evidence that research and demonstration funds have had an impact on the statewide programs of vocational education.

We have observed a change in direction and use of research and demonstration funds in the past several months. Activities have been undertaken which have led to more involvement in determining the kinds of research projects needed that will lead to the solution of problems. At the present time projects are underway which will measure the utilization of vocational schools, determine the impact of previous research and demonstration projects, assess the needs of the handicapped and disadvantaged, determine the cost effectiveness of programs for both the handicapped and the disadvantaged, and to study the impact of the practical arts program. Other programs in placement, follow-up, dissemination, and planning are underway which should lead to higher quality programs and to a more effective and efficient operation.

We strongly support the new direction in the use of research and demonstration funds, and urge that even greater emphasis be placed on using them to solve problems during this biennium.

6. In-service Training – We recommend that more emphasis be given in directing in-service training of teachers and staff toward the critical issues in vocational education.

RATIONALE:

In-service education needs to take a fresh look into how it can be more effective in improving the quality of vocational education and how its primary vehicles, meetings and conferences, employed in reaching this objective can be better utilized.

Far too many complaints were registered across the state last year concerning excessive travel to and from meetings and to the excessive number of meetings that were held. The criticisms appear to be valid to the Council.

In-service education plays a vital role in vocational education in Kentucky, and the contributions it can make to both programs and teachers depend upon how well it is planned. We believe that in-service education should provide learning experiences that cut across lines of operation and interest, and it should be directed toward solving relevant and basic issues and problems. Administrators, supervisors and coordinators at all levels of operation have responsibilities to provide in-service training for those who work under them. The responsibility is as great at the local level as it is at the state level, and the main thrust to provide in-service training should be found where the need is greatest. In the interest of time, costs and, most importantly, purpose, decision makers should assure that all in-service meetings, conferences and workshops are well planned and specifically focused on areas where need for improvement is known to exist; that they are efficiently managed and directed toward persons having the greatest need for the training, and that the learning experiences will lead to improving the quality of vocational education.

We strongly urge that these considerations serve as the guide for future in-service activities.

7. Course in Economics of Industry – We recommend that a course designed to teach the economics of industry be introduced in the vocational education curriculum.

RATIONALE:

Too often the student enters the world of work with little or no knowledge of the role he and his job play in the over-all economic picture of the firm for which he works.

Business people and industrialists, making themselves heard at public meetings across the state, and regional advisory committees in their recommendations see a genuine need for an organized, systematic course of instruction in the economics of industry.

It would deal with the relationship and interdependence of the individual's job to his company -- to his company's need to realize a profit -- to the impact of that profit on the economy -- to the effect of the economy on the community in which the individual employee lives. It would also familiarize the future employee with such things as fiscal policies; supply and demand; business and manufacturing systems; free enterprise; the importance of good work habits and attitudes toward both employer and fellow employees; realities of the world of work; job interviews, and a general orientation into how to get and how to keep a job.

The Council agrees with the business and industrial community and with the regional advisory committees, and urges that such a program be devised and implemented.

GOALS, OBJECTIVES, AND PRIORITIES

Data in support of the goals, objectives, and priorities for fiscal year 1975 are stated in the annual and long-range program plan provisions in the State Plan for the Administration of Vocational Education. Identified manpower needs, job opportunities, and the interests and needs of groups to be served provided the base upon which goals, priorities, and objectives are established. Goals and objectives were written by task forces composed of central office staff; priorities follow the mandates of the 1968 vocational education legislation.

All indications in the State Plan point toward consideration for the needs of people at the secondary, postsecondary, and adult levels of instruction. There is evidence that special attention was given to the identification of persons with special needs, and that programs, services and activities were designed to meet the needs of those who could not succeed in regular programs.

The vocational education needs of the state, as shown in the State Plan, were based upon an analysis of the state in terms of general population figures, the number of handicapped and disadvantaged persons, the people living in economically depressed areas including specific areas with high rates of general unemployment and youth unemployment, and areas with high rates of school dropouts.

The 1970 U.S. Census, U.S. Department of Labor data, particularly the Annual Manpower Planning Report for fiscal year 1975, and data from the Kentucky Department of Education served as the primary information bases for the analysis.

Actual vocational education enrollment exceeded the FY-75 projected enrollment by approximately 4,500 (projected 223,303; actual 227,870). The only projected enrollment figure not reached was for Part B handicapped. It was short by 1,868 and reached only 62 percent of the projected figure.

In examining the projected and actual enrollment of teachers in pre-service and in-service programs, large discrepancies were found. Actual enrollment in pre-service programs more than doubled the projected enrollment (262 percent), while enrollment in in-service programs fell short by 16 percent.

Overall, projected enrollments were reasonably good with the exceptions of in-service teacher education and Part B handicapped.

EFFECTIVENESS WITH WHICH PEOPLE AND THEIR NEEDS ARE SERVED

The difficulty encountered over the years past in measuring the effectiveness of vocational education programs, services and activities has not diminished. There are considerable time, effort and money being expended in Kentucky in an effort to better understand and evaluate how well people's needs are being met. However, the present data gathering system produced little or no additional insight into this extremely important matter during fiscal year 1975. As we have reported in the past, and report again this year, work toward the development and utilization of a comprehensive data system continues. Without sound, current and reliable data in the areas of manpower supply and demand; without a thorough and on-going follow-up information system, and without relevant and respectable assessments of the needs of people on a timely basis, any attempt to evaluate the effectiveness with which people and their needs are being satisfied will remain a hit-and-miss proposition. Progress reports which continue to show the growth in vocational education -- in enrollment, in dollars spent, and in the construction of new and expanding facilities -- are not a sufficient yardstick to measure the degree of program effectiveness.

When the universe of need, as identified in present data used for vocational education and manpower planning purposes, is applied to the vocational education effort there is evidence that the programs are directed toward meeting the needs of people who will benefit most from the program offerings.

Vocational education enrollment in Kentucky continues to grow at all levels of instruction. Total enrollment increased by approximately 34,000 in 1975 over 1974 for a percentage growth of 17.4 (194,123 in FY-74 compared to 227,870 in FY-75). The projected enrollment for fiscal year 1979 has already been exceeded in FY-75.

Vocational education in Kentucky continues to show a better record of serving secondary students than in serving postsecondary students and adults. During the past ten years, secondary enrollment has accounted for approximately 60 percent of the total enrollment. Secondary enrollment accounted for 61 percent of the total for fiscal years 1974 and 1975. Postsecondary enrollment has never risen above 8 percent of the total enrollment during the past decade except for fiscal year 1975. It accounted for 7 percent of the enrollment in FY-74

and slightly less than 10 percent in FY-75. The adult enrollment accounted for 32 percent of the 1974 enrollment and 29 percent in FY-75. These percentages have remained fairly constant over the past ten years. Postsecondary enrollment showed its sharpest increase in more than ten years due primarily to an increased enrollment in consumer and homemaking programs.

Despite the increase in postsecondary enrollment in FY-75, the Council remains of the opinion, because of the small percentage of postsecondary enrollment, that vocational education is not reaching sufficient numbers at this level of instruction.

Programs to serve the handicapped and disadvantaged continue to show significant growth, and the effectiveness with which they are reaching this segment of the population is reflected in part in the growth in enrollment. Special programs enrollment increased by 61 percent in fiscal year 1974 and an additional 28 percent in fiscal year 1975. Special attention has been given to meeting the unique needs of the handicapped and disadvantaged students who cannot succeed in regular vocational education programs. In most instances, the programs have been successful and the demand for programs in this area remains strong.

Federal funds received to support vocational education programs, services and activities remained substantially the same for FY-75 when compared to FY-74. However, state and local support for vocational education increased in FY-75 by $4.5 million over FY-74. All levels of instruction received the benefits of these funds.

In fiscal year 1975, Kentucky opened 1,047 new work stations for secondary and postsecondary students to help meet the demands brought on by increased interest in vocational education.

Since the enactment of the 1968 Vocational Education Amendments, some $69 million has been earmarked throughout Kentucky for constructing and equipping new facilities, according to statistics provided by Bureau of Vocational Education personnel. Of that amount, more than $3.8 million in construction and equipment is represented in five new facilities that began operating during fiscal year 1975. Also part of the $69 million, the Bureau reported, is a total of nearly $29.4 million earmarked for projects in various stages of planning or construction during FY-75. There are also two projects underway in the state that are totally locally funded and thus are not included in the $69 million. The two represent expenditures of more than $4.4 million in local funds.

A review of the Kentucky Occupational Outlook 1970-80, an Interim Manpower Projections Program prepared by the Bureau of Manpower Services of the Kentucky

Department for Human Resources, clearly shows that in projecting manpower needs in expansion and replacement jobs through 1980, less than 5 percent of the state's total employment will be represented by laborers. (See Appendix 5-A.) Indicated is an increasing demand for greater skills in each occupation as technology advances. As the need for unskilled workers shrinks the numbers of workers possessing greater skills in their jobs are expected to take greater shares of the occupational "pie".

Although projections for 1980 are just that -- projections based on assumptions which could prove false (unemployment rates, energy shortage, economic trends and other factors being assumed to remain constant, for examples) -- vocational education's role in providing skilled personnel in the place of the unskilled is clearly mandated.

REGIONAL ADVISORY COMMITTEES

The Council has engaged in many activities during the past year with respect to its responsibility to evaluate vocational education programs, services and activities. In this direction the Council has sought and received increasing cooperation and involvement by the regional advisory committees.

In the past, the Council has expressed concerns which have covered nearly the entire scope of vocational education involvement. The regional advisory committees have shown concern, too, and both have reviewed, discussed and given opinions on such matters as management, organization, policy and administration; curriculum, instruction, student personnel needs, and vocational teacher education (in-service and pre-service) and certification; the construction and utilization of facilities; national and state legislation concerning vocational education; vocational education financial matters, and a host of other matters including the ever-present need to communicate with the public and to keep it involved in and knowledgeable about vocational education programs.

The Council continues to work with the general public, the business and industry communities, organized labor, other state agencies, and with the advisory committees at the regional and local levels to gather information and opinions concerning future jobs which will help identify vocational education needs. The activities of regional advisory committees for vocational education have been most helpful to the Council over the past year. Reports on their public meetings and their annual reports to the Council have given us much insight into public opinion concerning vocational education.

Fortified for the first time with funds to support their programs of work, the regional advisory committees assumed new dimensions of activity during fiscal year 1975.

Granting a budget of $1,000 to each of the 14 regional committees, the State Council managed to spark a move on the grassroots levels that resulted in greater involvement in vocational education by business, industry, labor and the general public, represented in regional committee membership.

A joint meeting of the State and regional councils in Lexington in October 1975, was a resounding success with more than double the attendance that had been experienced at a previous joint meeting. The occasion served to strengthen lines of communication and identified common goals, objectives and problems.

Throughout the year State Advisory Council members and staff sat in on a number of regional committee sessions and the resultant awareness that local problems and activities are being noted at the state level seemed to spur even greater interest and activity.

The regional committees have spent their funds to sponsor public hearings and seminars, to hold Business-Industry Days, to arrange dinner meetings of craft committees, to set up exhibits at the State Fair and at educators' conferences, to underwrite public relations film and slide programs -- all with the successful aim of getting the vocational education story before the public.

Another important facet of the regional advisory committees' accomplishments during the year included greater awareness and involvement in evaluation of vocational education programs, services and activities.

In addition, the regional committees submitted annual reports to the State Council covering fiscal year 1975. This was another "first" and helped the State Council immeasurably in the preparation of its report. Some of the recommendations made at regional levels are incorporated in the state report.

The regional recommendations were wide-ranging. Some were local in scope such as recommendations for the expansion of specific facilities, but many reflected needs and goals that are held in common throughout the state.

Every region called for more money for vocational education. Commonly stated financial needs were for:

a. Construction of new facilities or expansion of existing ones.

b. Expanding, supplying and equipping current programs.

c. Addition of night programs to gain greater utilization of present facilities.

d. Upgrading salaries for teachers and vocational education personnel.

e. Upgrading facilities to meet Occupational Safety and Health Administration (OSHA) standards.

f. Offsetting the erosion factor of inflation.

Other concerns were expressed for the need for better public relations programs. Some regions suggested that a regional staff person be assigned public relations responsibilities.

Most regions recognized the need for more effective placement and follow-up services, up-to-date data on manpower supply and demand, and more effective student counseling services.

Classes in "Economics of Industry" were recommended in both academic and vocational systems; in that same vein, career education for all junior high students and more participation in cooperative programs were also emphasized.

Nearly every region recognized a need for more programs that are appropriate for females and some suggested that ways be explored to help underemployed adults.

Other recommendations included, among the 95 submitted:

- Establish better communication between vocational and general education.
- Enable a student in a four-year high school program to obtain both a vocational and a high school diploma.
- Assist in securing needed social services for the disadvantaged and the handicapped.
- Recruit local industry for part-time teachers.
- Place more emphasis on related subject matter.
- Obtain a greater involvement in vocational education by the business and industrial communities.

Annual reports, minutes of regular meetings and public hearings and personal observations by Council staff have clearly shown that regional advisory committees throughout Kentucky are fulfilling their responsibility of getting the public involved in and aware of vocational education.

The State Advisory Council is aware of the regional advisory committees' need for help relating to another of the regional committees' responsibilities: to evaluate vocational education programs, services and activities.

Consequently, the Council has contracted with the Ohio State University Center for Vocational Education to develop an instrument whereby local and regional lay people can relate to a vocational education program, service or activity so that a meaningful evaluation can be made.

Members of the regional advisory committees will be directly involved in the planning and testing of the instruments; thus the guideline questions will make sense to both vocational education decision-makers and lay persons.

The project will require several months -- possibly years -- to develop, but when it is completed, it is hoped that a valuable guide will be in the hands of the advisory committees that will make them comfortable in conducting the evaluations that are necessary in determining whether the programs are accomplishing the job for which they were designed: serving the needs of the community.

RESPONSE TO COUNCIL RECOMMENDATIONS

A review of the recommendations made by the Council during FY-74 shows that attention has been given to each recommendation. A description of the actions taken to implement the recommendations was furnished the Council by vocational education personnel.

A list of the Council's recommendations and actions to implement follow:

Recommendation No. 1 – Annual and five year plans – We recommend that annual and five year plans be improved and written in such a way as to give systematic and coordinated direction to Kentucky's vocational education programs in the future.

Action to Implement – Two pilot projects, funded by the Appalachian Regional Commission, are now in operation. One, in Vocational Education Region X, has been in operation since May 1974. The other, in Vocational Region XIV, will begin in FY-76.

The purpose of these projects is to do just as the Council recommends: develop meaningful local plans by involving local people. It is believed that these pilot projects will enhance the planning process.

Vocational education planning for Kentucky, however, must involve other agencies and education institutions besides the State Board of Education and the schools operated by it. The Kentucky legislature has already required that a comprehensive state-wide study of postsecondary vocational-technical education be completed. This effort is also expected to support the Council's recommendation.

The Occupational Information Unit is now in the process of compiling county profiles, by vocational education region. These are intended to enhance the planning process.

Recommendation No. 2 – Data Base – We recommend that an even greater effort be made this year in bringing the forces together to establish a comprehensive and relevant data base upon which to build a management information system.

Action to Implement – Gathering data is a time-consuming task. The Bureau, in an effort to reduce the time and manpower required for collecting student information, initiated steps to begin collecting student data by class as compared to the previous method of collecting data by individual student.

Personnel in the Bureau have studied other states' systems of gathering, compiling, analyzing and disseminating management information. They have also met with representatives

of management information systems to explore feasibility of adapting their systems for our use. This recommendation is receiving attention and the Bureau desires that it be implemented as soon as possible.

Recommendation No. 3 – Personnel Development – We recommend that the personnel development program (in-service) be placed on a sound, stable financial footing with assurances that it will be financially supported at the level necessary to bring and keep teachers up to date with the progress being made in competency based curriculum and individualized instruction.

Action to Implement – The Bureau held an in-service conference in August 1975, for vocational education in Kentucky. The theme of this working conference was competency-based vocational education.

At this time a series of workshops for principals of state vocational-technical schools and coordinators of area vocational education centers are being held across the state. The purpose of these workshops is to improve the administration of vocational education programs.

The Staff Exchange Project (funded through the Appalachian Regional Commission) is also in process. This is also contributing to the in-service needs.

Recommendation No. 4 – Facilities – We recommend that before vocational facilities are constructed in the future a closer examination of the utilization of present facilities be made and this information serve as the guide in determining the size, location, and program offerings in all proposed new facilities.

Action to Implement – This recommendation will be implemented beginning with a comprehensive state-wide utilization of facilities study in FY-76. The Bureau will also require utilization reports for all facilities as standard operating procedure in the future. Efforts will be made to encourage CETA prime sponsors to utilize existing vocational facilities whenever possible.

Recommendation No. 5 – Teacher Exchange – We recommend the teacher exchange project scheduled for implementation in the Appalachian counties this fiscal year be carried statewide at the earliest possible time.

Action to Implement – Efforts will be made to do this. Funds to help support and expand this approach have been requested for next two fiscal years. No action on the budget request has been taken at this time due to the fact that it is so early in the state's budgeting process.

Recommendation No. 6 – Cooperative Education – We recommend that cooperative education be given more status in the vocational education organization, and that it be strengthened in terms of both finances and staff to enable it to more effectively work toward the goal of increasing cooperative education by 50 percent as recommended by the Council last year.

Action to Implement – It should be noted that cooperative programs, as defined in federal regulations, require that students (1) receive remuneration for their on-the-job experience and (2) be supervised by a vocational educator while obtaining this on-the-job experience. Both requirements must be met before the experience can be classified as a true cooperative program insofar as Part G funds are concerned.

Many vocational programs include a work-experience component. For example: Most health-related programs require on-the-job work experience. Students in certain agribusiness programs must have on-farm experience. In neither of these examples do students receive remuneration for their work experience; therefore, their program cannot be categorized as true co-op as far as Part G regulations are concerned and co-op enrollments are low because Part G funds are limited.

The personnel in the Bureau subscribe to the belief expressed by the Council in its rationale for this recommendation. This recommendation will continue to be a top priority of the Bureau.

Recommendation No. 7 – Vocational Guidance Services – We recommend that vocational guidance services at the regional and local levels be expanded and improved this year to enable a functional approach to:

a. student recruitment
b. diagnosis and testing to determine student needs and aspirations
c. student placement in realistic employment or advanced training opportunities
d. student follow-up to gather valuable data which will give insight into the effectiveness and appropriateness of vocational programs now being offered.

Action to Implement – The in-service workshops already identified in response to recommendation 3 have, as one component, an emphasis on guidance services. Personnel at the local level are exploring ways to improve guidance services.

A regional guidance counselor has also been employed in Region 9 to meet the needs in that region. Prior to the employment of this person there were few guidance services provided for vocational students attending the area vocational education centers in that region.

There are two demonstration placement projects now in operation in Appalachian Kentucky. These are funded with ARC money and are located in Regions 11 and 13.

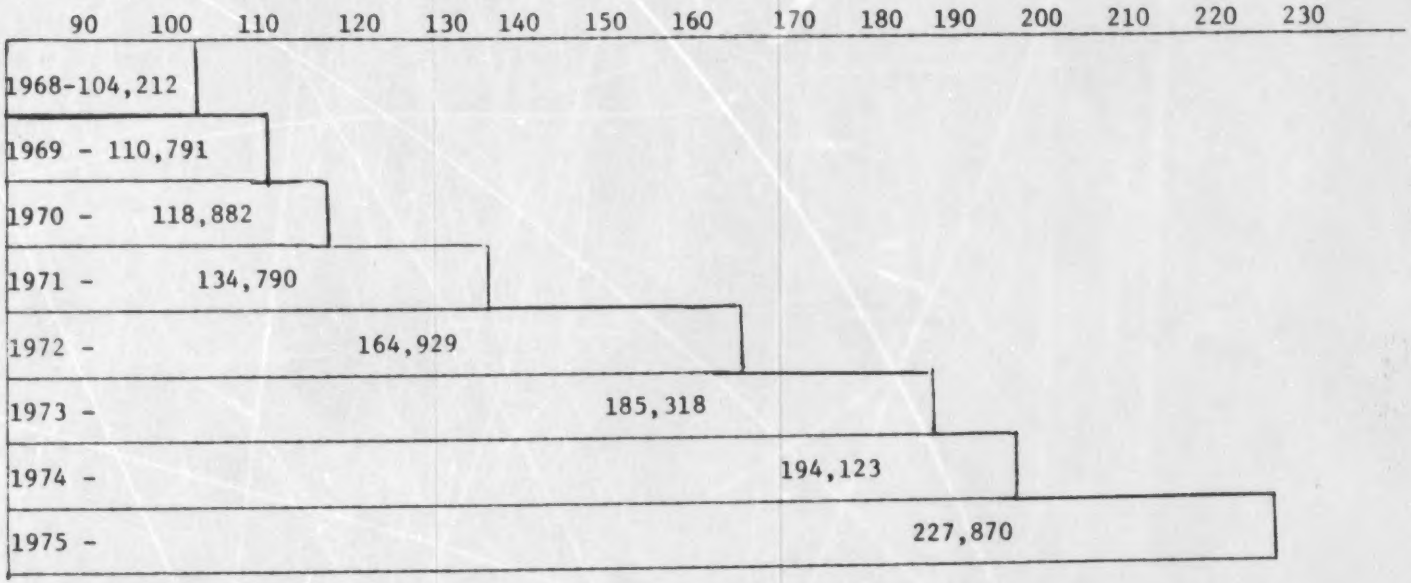
A placement and follow-up project has also been funded under Part D in Region 4. This project began in fiscal 1976.

Recommendation No. 8 – Career Education – We recommend that the State Board of Education endorse the career education concept, and develop and expedite a plan for its implementation.

Action to Implement – A plan for career education has been developed by the Superintendent of Public Instruction's cabinet. It will be submitted to the State Board at its December 1975, meeting for consideration.

APPENDIX

TOTAL ENROLLMENT IN VOCATIONAL EDUCATION
(DATA IN THOUSANDS)
SOURCE: Bureau of Vocational Education



Enrollment in Vocational Education has increased 118.66% since 1968

Appendix A-2

TABLE A

Table A shows the breakdown of enrollment into program levels of secondary, postsecondary and adult.

ENROLLMENT IN VOCATIONAL EDUCATION BY PROGRAM BY YEARS**

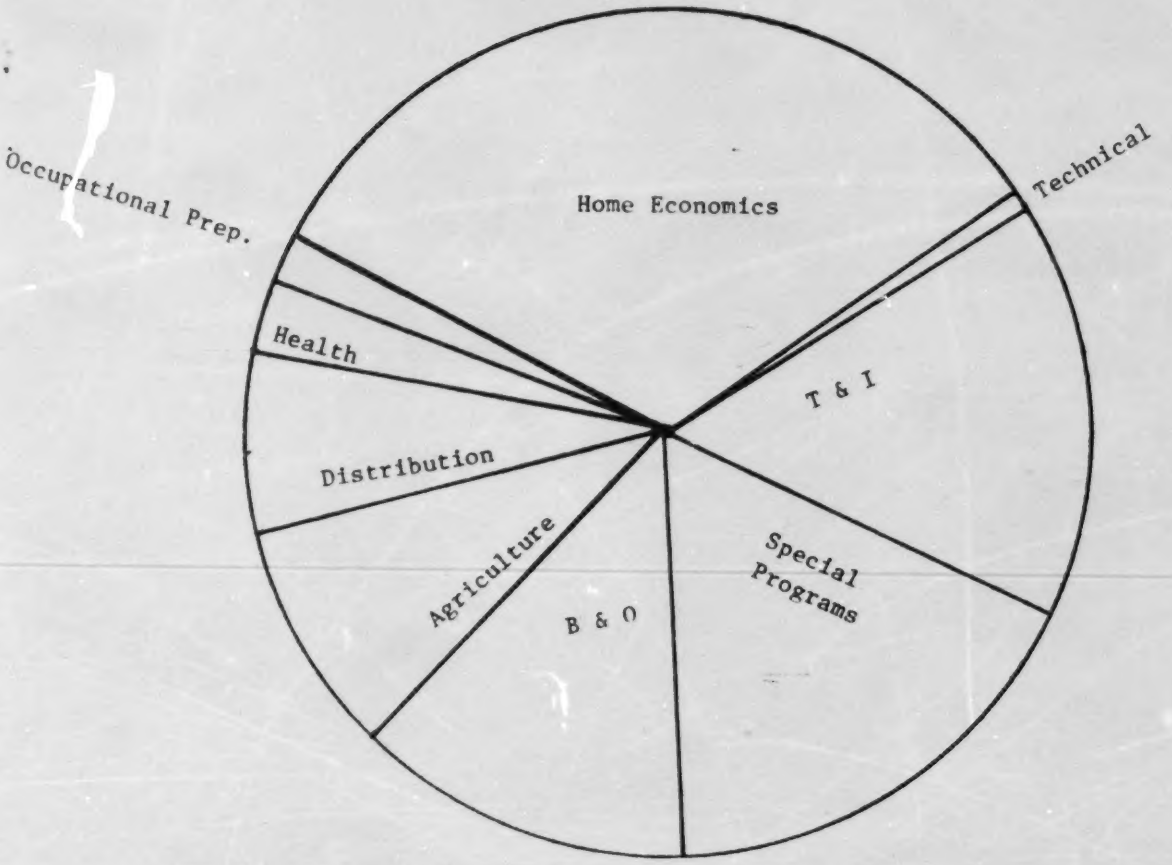
PROGRAM	PROGRAM LEVEL	1968	1972	1973	1974	1975
Agriculture	Secondary	13,883	15,535	16,946	16,624	17,048
	Postsecondary	20	65	95	46	87
	Adult	4,012	4,590	4,788	5,142	4,969
	TOTAL	17,915	20,190	21,829	21,812	22,104
Business & Office	Secondary	7,625	13,972	16,387	18,235	21,216
	Postsecondary	392	1,372	1,150	1,698	2,032
	Adult	1,912	7,875	8,208	6,253	8,042
	TOTAL	9,929	23,219	25,745	26,186	31,290
Distribution & Marketing	Secondary	1,220	6,141	6,558	7,357	8,046
	Postsecondary	–0–	46	78	130	231
	Adult	3,038	5,756	3,181	3,900	3,671
	TOTAL	4,258	11,943	9,817	11,387	11,948
Health Occupations	Secondary	–0–	510	773	1,060	1,300
	Postsecondary	1,039	2,194	2,198	3,192	3,122
	Adult	344	621	1,035	911	1,186
	TOTAL	1,383	3,325	4,006	5,163	5,608
Home Economics Useful & Gainful	Secondary	34,084	38,668	43,137	44,306	53,328
	Postsecondary	–0–	1,073	1,270	262	5,500
	Adult	6,960	13,487	21,421	23,099	20,607
	TOTAL	41,044	53,228	65,828	67,667	79,435
Public Service*	Secondary	–0–	–0–	–0–	(32)	
	Postsecondary	–0–	–0–	–0–	–0–	
	Adult	–0–	(5,316)	(6,667)	(8,967)	
	TOTAL	–0–	(5,316)	(6,667)	(8,999)	
Technical	Secondary	135	159	188	271	154
	Postsecondary	498	777	762	683	814
	Adult	413	316	342	196	273
	TOTAL	1,046	1,252	1,292	1,150	1,241
Trades & Industry	Secondary	5,436	10,873	12,966	14,064	15,618
	Postsecondary	2,990	5,645	5,911	5,796	7,603
	Adult	26,002	20,107	19,879	11,808	12,909
	TOTAL	34,428	36,626	38,756	31,668	36,130
Special Programs	Secondary	–0–	13,311	14,553	17,343	21,164
	Postsecondary	–0–	1,672	1,436	2,031	2,480
	Adult	–0–	104	2,055	9,716	13,563
	TOTAL	–0–	15,087	18,044	29,090	37,207
Occupational Preparation	Secondary	–0–	–0–	–0–	–0–	930
	Postsecondary	–0–	–0–	–0–	–0–	92
	Adult	–0–	–0–	–0–	–0–	1,885
	TOTAL	–0–	–0–	–0–	–0–	2,907
All Programs	Secondary	62,383	99,169	111,510	119,260	138,804
	Postsecondary	4,939	12,844	12,900	13,838	21,961
	Adult	42,681	52,856	60,909	61,025	67,105
	TOTAL	110,003	164,869	185,319	194,123	227,870

*Reported in T & I and Special Programs

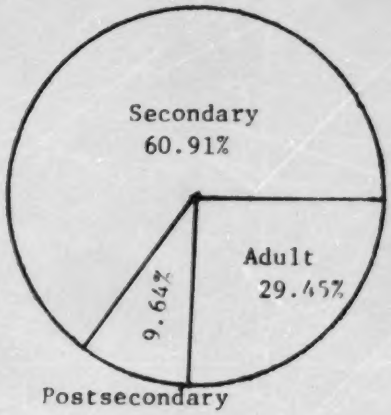
**Source: Bureau of Vocational Education Annual Reports

Appendix A-3

1974-75
VOCATIONAL EDUCATION ENROLLMENT
Source: Bureau of Vocational Education



PROGRAM	TOTAL	PERCENTAGE
Agriculture	22,104	9.70%
Distribution	11,948	5.24%
Health	5,608	2.46%
Consumer & Homemaking	79,434	34.86%
Occupational Prep.	2,907	1.28%
Office	31,290	13.73%
Technical	1,241	.54%
T & I	36,130	15,86%
Special Programs	37,207	16.33%
	227,870	100.00%

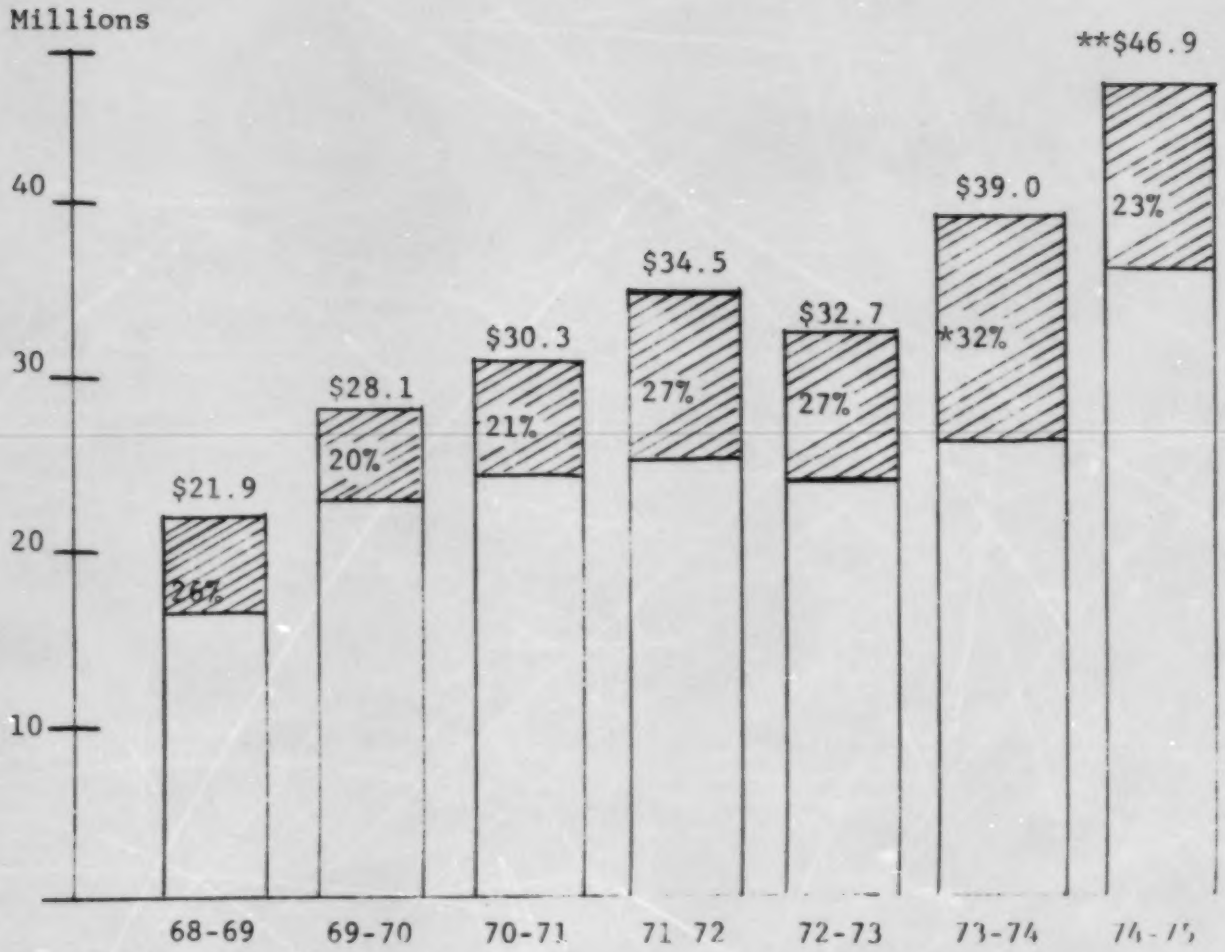


SAME TOTAL BY
PROGRAM LEVEL

Appendix A-4

SOURCES OF FUNDING

Shaded Areas are Federal Funds
Under 1968 Vocational Education Act
SOURCE: Bureau of Vocational Education

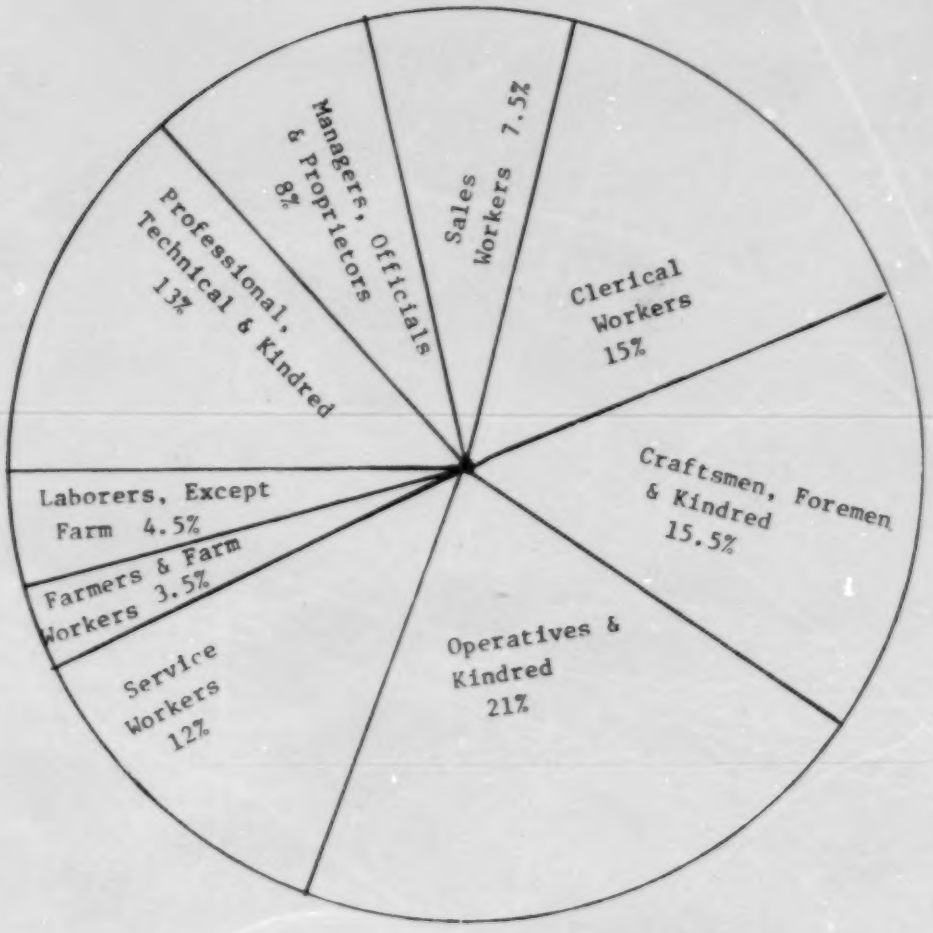


* Includes FY-1973 Federal impounded funds

** Includes $5.2 million State Foundation receipts classified as Trust and Agency funds in previous years, but now classified as state funds.

Appendix A-5

Projected Percentage of Total Employment in Kentucky in Nine Major Occupational Clusters -- 1980*


Professional, Technical & Kindred 13%
Managers, Officials & Proprietors 8%
Sales Workers 7.5%
Clerical Workers 15%
Craftsmen, Foremen & Kindred 15.5%
Operatives & Kindred 21%
Service Workers 12%
Farmers & Farm Workers 3.5%
Laborers, Except Farm 4.5%

* Data from Kentucky Occupational Outlook 1970-80 Interim Manpower Projections Program, Department for Human Resources, Bureau of Manpower Services